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ABSTRACT

A survey of students at Oxnard Community College (California) was conducted in order to determine whether students who had identified their major or career interests knew the psychology course requirements of their majors, and to solicit student preferences for psychology courses related to their career fields. In addition, student preferences for course offerings and scheduling were measured. A sample of 428 students completed the survey, with the results indicating that 60% of the students had an interest in career fields, and of these students, half knew the psychology requirements for their respective career fields; 18% had an interest in academic and/or other fields, of which 37% knew the psychology requirements for their majors; and 63% of the students who knew their major or career fields selected psychology courses commensurate with these fields. It was concluded that the preferences of students for courses could be measured and that such measurement might be used as an aid in course scheduling and instructor assignments. In addition, it was felt that through more intensive counseling and a continuing effort to survey the preferences of students, Oxnard College could reduce student confusion regarding course requirements and offer a better selection of psychology classes. Tabular survey data are included in the report and the survey instrument is appended. (JDS)

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MEASURING STUDENT PREFERENCE AT OXNARD COMMUNITY COLLEGE FOR PSYCHOLOGY COURSES AND PSYCHOLOGY ORIENTED FIELDS

by

William R. Hawkins

Oxnard Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

December 3, 1976

ABSTRACT

Measuring Student Preference at Oxnard Community College for Psychology Courses and Psychology Oriented Fields

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This study investigated whether students who knew their major/career interest identified a preference for psychology courses commensurate with their area of interest; the student population agreed with the student preference of subjects as outlined by the California State Legislature in their master plan for higher education; and if it is possible to establish a method of measuring student preference for psychology courses.

The expectations were that there would be a division between those who knew their major interest area and course requirements and those who did not know; the population would fall within the parameters of the State Legislature's estimates; and a vehicle can be devised to measure student preference for courses.

The vehicle for the investigation was an information-gathering multiple choice questionnaire completed by 428 students, or 13 percent of the college population. The survey revealed that over half of the students had interest in vocational programs where psychology courses were part of their study and one-fifth fell within academic or other programs. The remaining students did not know their major or career interest. The investigation found that the use of a student questionnaire was a viable tool to gather student preference for psychology courses. In addition, it suggested that a student course preference survey provides an aid in scheduling classes and assigning instructors.

The results of this study point up a need for improved academic counseling as well as the need for a continuing assessment of student preference for psychology classes.

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TITLE

Measuring Student Preference at Oxnard Community College for Psychology Courses and Psychology Oriented Fields

INTRODUCTION

The basis for investigation of the module on Societal Factors stems from discussions with students in connection with psychology course requirements for various career fields. Students of the newly formed Oxnard Community College expressed confusion and minimal direction in their selection of psychology courses. In addition, when students were aware of their course requirements many of them expressed frustration at insufficient course offerings and/or changes in instructor assignments. Because of these experiences, an investigation to measure student preference for psychology courses at Oxnard Community College was set in motion.

The purpose of the investigation was fourfold. The most important and perhaps the most relevant to the Societal Factors Module was to solicit student preference for psychology courses that related to their career field. In addition, an effort was made to identify whether or not the students were aware of any requirement for the selected psychology courses in their career field. Secondly, and of equal importance with respect to course offerings for specific career areas, the investigation was aimed toward supplying data for planning advanced courses in psychology. The other two aspects of the investigation were focused toward assisting the Director of Humanities and Social Sciences Division in establishing class schedules and assigning instructors.

An information gathering survey was designed as the research vehicle of the investigation. The survey was implemented by the use of a student

questionnaire. The questionnaire was structured to be concise so that the survey could be conducted by visits to randomly-selected classes with a minimum of interruption. The investigator personally conducted the survey in order to ensure uniformity of presentation to the students.

BACKGROUND AND SIGNIFICANCE

Oxnard Community College is the newest addition to a three campus Ventura County Community College District. At the present time the college is struggling to establish its position within the community, to erect a physical plant on the campus site, and to schedule classes with the interim confusion of conducting business and classes in four major locations and twenty smaller sites scattered through the cities of Oxnard, Camarillo, and Port Hueneme, California. The greatest distance between the sites is fifteen miles. An additional problem is a disproportionate number of faculty assignments,with 59 full-time instructors and 163 part-time instructors.

Considering the problems that are generated from establishing such an operation, coupled with the attempts to set the college within social and educational currents of the community, there exists innumerable areas in which research can aid in smoothing these operations. Even though this investigation involves only one subject area, it is a beginning and a source of encouragement for further investigation and study. It is an aid in relieving the student confusion about course requirements and has given an insight into which psychology courses are preferred by the students.

The present enrollment of Oxnard Community College is approximately 3300 students. Approximately one-third of the courses offered by the college are related directly to occupational objectives such as business, hotel/restaurant management and real estate courses. These courses provide the

opportunity to learn skills to enhance employment within the community. Other courses provide early level preparation for further education in more complex vocational fields and academic areas. In its attempts to respond to the various needs of the community, the college is striving to be a part of the community in full realization, as expressed by Professor Terry O'Banion--to become the "central focus for community activity."[1]

A search of literature for prior studies that involved student preference of college courses revealed a void in research in this area. Perhaps the reason for this is voiced in an article by Robert L. Harman in the Vocational Guidance Quarterly of March 1973, whereby it is difficult for students to select courses because of their indecision of "vocational identity."[2] There exists several unpublished doctoral dissertations that pursue the relationships of specification of vocational preference among students and vocational preference implementation of high school students leading toward college.[3] However, in the search for literature on measuring student preference for courses, documentation was not located to support student preference for courses related to specific career fields.

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[1]Terry O'Banion. Teachers for Tomorrow: Staff Development in the Community-Junior Colleges. Tucson, Arizona: University of Arizona Press, 1972, p. 97.

[2]Robert L. Harman, "Students Who Lack Vocational Identity," Vocational Guidance Quarterly, XXI (March 1973), pp. 169-173.

[3]William E. Cashin, "Relationship of Specification of Vocational Preference to Implementation of Vocational Preference Among College Men" (unpublished Ph.D. dissertation, The Catholic University of America, 1969), and Ralph LoCascio, "A Study of Vocational Preference Implementation" (unpublished Ph.D. dissertation, Columbia University, 1965). For the use of a vocational preference inventory, Harley Edward Bradshaw, "Predicting Holland Vocational Preference Inventory Scales from Strong Basic Interest Scales for Community College Males" (unpublished Ph.D. dissertation, Southern Illinois University, 1972).

If Oxnard Community College is to take its place in postsecondary education as a social institution, then it must be aware of the community organization, the major social problems of our society, and provide the opportunity for students to explore potential resources offered by the community and society. Through an investigation to measure student preference for psychology courses as required in various career fields, there is a realization of the goals that are outlined within the Societal Factors Module.[4] These goals are closely related to the above requirements for the college to take its place within the community. Student course preference influences the institution as manifested within the community and defines its role and function of postsecondary education.

In addition, a student preference study examines a significant dimension of the present student population as well as identifying individual roles. All of these, though on the level of this investigation may seem meager, they are involving change in the elements of our society through the service of the institution and a beginning to establish Oxnard Community College as a social institution.

PROCEDURES

The vehicle for the survey was an information-gathering multiple choice questionnaire, see Appendix A. The questionnaire was designed to gather information relating to: demographic data of the surveyed individuals; locations of the classes; student's major area of study or career interest; psychology courses required in their majors or career areas; courses in psychology completed and/or desired; and time block preferred for the

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[4]The goals as expressed are those outlined in Jane E. Matson. Societal Factors. Fort Lauderdale, Florida: Nova University, 1974, pp. 5-6.

classes in the future. A pre-survey using the questionnaire was given to 20 students to determine the clarity of the questionnaire. The investigation was conducted within Oxnard Community College only. According to the census of October 26, 1976 the student population of the college was 3287 students--1222 day students and 2065 evening students.

The best possible exposure to the greatest number of students was perceived to be through class visitations. An updated class schedule listed 248 classes--110 day classes and 138 evening classes. It was in the best interest of the study to select a balance between day and evening classes and survey a minimum of 20 percent of the total classes in anticipation of accumulating a sample of at least 10 percent of the student population. Therefore, the following selection was made:

110 day classes or 44% of total classes = 15 classes
138 evening classes or 56% of total classes = 18 classes
248 total classes 33 classes.

Using this formula, 15 day classes and 18 evening classes were visited. The class schedule was broken down by subject area to determine the number of classes per subject. This allowed an even distribution according to the number of classes in each subject area. The table on the next page indicates the sample drawing of classes.

The subject area/courses were divided into day and evening. The following formula was used to establish the number of classes to be visited within each subject area:

All subject areas with classes of 5 or more - 1 class visitation

All subject areas with classes of 10 or more - 2 class visitations.

The remaining number to reach the required day/evening ratio was selected by emphasis on academic subjects. For some cases when the subject area had

TABLE NO. 1.

SAMPLE DRAWING OF CLASSES

Course	Day		Evening		Course	Day		Evening	
	Given	Visit	Given	Visit		Given	Visit	Given	Visit
Art	12	2	9	1	Journalism	3	-	3	-
Anthro.	3	-	3	1*	Math.	7	1	10	3*
Astronomy	-	-	2	-	Phys. Sci.	1	-	1	-
Business	6	1	21	2	Music	-	-	2	-
Biology	4	-	1	-	Pers. Gr.	5	1	3	-
Chemistry	-	-	4	1*	Philos.	5	1	1	-
Early Ch.	4	-	6	1	Pol. Sci.	5	1	2	-
Economics	-	-	2	-	Psychology	6	1	3	1*
English	12	2	8	1	Real Estate	1	-	5	1
Fire Sci.	1	-	3	-	Sociology	7	1	6	1
Geography	=	-	2	-	Spanish	4	-	8	2*
Geology	2	-	3	-	Speech	5	1	6	-
Health Sci.	1	-	1	-	Supervis.	2	-	5	1
History	7	2*	8	2*	Thea. Arts	5	1	2	-
Hotel/Rest. Management	-	-	4	-	Urban Stud.	-	-	1	-
Education/ Inst. Aide	1	-	-	-	Totals	110	15	138	18

Classes Given = 248

Classes Visited = 33

* Extra Selection

less than five offerings, the selection of one class was made. This approach added weight to the majority of students that were considered to be in the academic oriented fields. Seven classes were selected in this manner, four of which were directly academic. The other three were mathematics, chemistry, and Spanish. Each instructor for the classes of selection was notified of the forthcoming visitation. The notice included a brief explanation of the purpose for the survey.

The 33 classes were personally visited by the investigator over a two week period at mid-semester which was beneficial because of better student attendance. In addition, the personal visitation ensured uniformity of

presentation to the students. A brief explanation of the purpose of the survey was given to each class, see Appendix B, Part I. As the questionnaires were accumulated the information from the questionnaires was transferred onto coding forms. Upon completion of the survey of classes, the coded information was translated into the following profile of the sample.

TABLE NO. 2.
PROFILE OF SAMPLE

Age	Number in Sample	Percent of Sample	Percent of Population
16 - 21	108	25.2	3.3
22 - 30	135	31.7	4.1
31 - 40	69	16.1	2.1
Over 40	116	27.0	3.5
Male	231	54.0	7.0
Female	197	46.0	6.0
Totals	428	100.0%	13.0%

The last procedure to be accomplished before the results of the survey were analyzed was to determine the need for psychology courses in the various career fields.[5] A conference was held with Dr. Priscilla Partridge-Rankin, General Counselor for Oxnard Community College, to determine the psychology course requirements. A review was made of the Oxnard College Catalog, the listing of Occupational Curriculum Patterns, and two State College/State University catalogs.[6] The information on psychology course requirements in

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[5]The career interests for occupational fields and professional/technical programs followed those outlined in William K. Ogilvie and Max R. Raines, Perspectives on the Community-Junior Colleges. New York: Appleton-Century-Crofts, 1961, pp. 251-253.

[6]Oxnard College Catalog, 1976-1977, Oxnard, California. Occupational course requirements was taken from the Occupational Curriculum Patterns compiled by Dr. Marshall Kaiser, Division Director, Vocational Curriculum, Oxnard Community College Occupational Center. Other catalogs used were the California State University, Northridge, General Catalog, 1975-1976 and the University of California, Los Angeles, General Catalog, 1976-1977.

the various career fields was obtained and is briefly categorized in the following table.

TABLE NO. 3.

PSYCHOLOGY COURSE REQUIREMENTS FOR VARIOUS CAREER FIELDS

Career Field	General Course Require.	Specific Course Require.
Admin. of Justice	MBA Core Courses 1st & 2nd Year	None Listed
Agriculture/Forestry	None Listed	None Listed
Business	BA/BS Requirements	None Listed
Counseling	BA/BS Requirements	Courses for Particular Counseling Area
Early Childhood Studies	BA/BS Requirements	Psychological Foundations
Education/Instructional Aid	BA/BS Requirements	Psychological Foundations
Engineering	Basic Requirements+	Basic Requirements+
Fire Science	None Listed	None Listed
Health Science	Basic Requirements	General Psychology
Hotel/Restaurant Management	None Listed	None Listed
Medical	Basic Requirements++	Basic Requirements++
Nursing	BS Requirements	General Psychology Developmental Psychology
Physical Education	Electives	None Listed
Police Science	None Listed	None Listed
Public Relations	None Listed	None Listed
Real Estate	None Listed	None Listed
Recreation	Electives for in-depth	Child Development
Supervision	Electives	None Listed
Theatre Arts	Electives	Electives

+Engineering means applied science in a proper balance to fill industrial, economic, governmental and psychological needs--a basic understanding of these fields. California State University, Northridge, General Catalog, 1975-1976, p. 319.

++Should be included in Predental, Predental Hygiene, Premedical, Preoptometry, Prepharmacy, Prephysical Therapy, and Prepublic Health. University of California, Los Angeles, General Catalog, 1976-1977, p. 56.

Further coding of the questionnaire information answered the following questions pertinent to the research of Oxnard Community College students:

1. Do the students who know their major area/career interest identify a preference for psychology courses commensurate with their major/career area?
2. Does the student population agree with the subjects that adults would prefer to study (64% vocational--36% general education), as outlined by the California State Legislature in Report of the Joint Committee on the Master Plan for Higher Education?[7]
3. Is it possible to establish a method of measuring student preference for psychology courses?

There are limitations in an investigation such as this. Because of the size of the survey and the confinement of the survey to one subject area, there is a possibility of jeopardizing external validity. That is, to what population and settings can the effect be generalized? An assumption was made that the accumulation of the data of the survey is meaningful and useful in the fulfillment of the purpose of the investigation as stated previously. A further assumption was made that a similar investigation can be conducted within another department of Oxnard Community College, or any other community college, with the same results.

RESULTS

Information from the questionnaire was coded to determine whether or not the surveyed students knew their major/career areas and whether or not they knew the psychology course requirements of their major/career areas. The coded information revealed the following:

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[7] Report of the Joint Committee on the Master Plan for Higher Education, California Legislature, September 1973, Sacramento, California.

Psychology Oriented Fields (Vocational) - 60% of Survey.[8] Percent

Knew major/career area and course requirements 49

Knew major/career area but did not know course requirements. . 51

Academic/Other Fields - 18% of Survey.

Knew major/career area and course requirements 37

Knew major/career area but did not know course requirements. . 63

Further coding from the questionnaires revealed the following with respect to whether or not the surveyed students knew their major/career areas and showed preference for psychology courses commensurate with their major/career areas:

Psychology Oriented Fields (Vocational) - 60% of Survey. Percent

Knew major/career area and selected courses. 63

Knew major/career area but did not select courses. 37

Academic/Other Fields - 18% of Survey.

Knew major/career area and selected courses. 63

Knew major/career area but did not select courses. 37

Therefore, the survey population indicated that 60 percent of the students had interest in psychology-oriented fields (Vocational), where psychology courses are part of or beneficial to their program of study. Eighteen percent fell within the academic/other fields category. Of the students who were interested in psychology oriented fields, approximately one-half knew the psychology course requirements. In a striking contrast, however, slightly better than one-third in the academic/other fields category knew their psychology course requirements.

Students expressing a clear interest in psychology as a career have a better understanding of career interest and course requirements than do

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[8] A complete breakdown of the survey information concerning knowledge of the major/career areas, knowledge of course requirements, and the selection of psychology courses is found in Appendix C.

those students who are interested in other vocational and academic areas.

The information as coded above was used to analyze whether or not the student population of Oxnard Community College fell within the scope of the Report of the Joint Committee on the Master Plan for Higher Education. The report, in its survey of what adults would like to study, indicated that 64 percent of adults in community colleges in California chose vocational subjects, while 36 percent chose academic or other subjects.[9] The aforementioned data shows the Oxnard Community College students fall within four percentage points (60 percent), of the Joint Committee's report. The Oxnard students who indicated the academic/other fields comprised 18 percent. The remaining 22 percent did not show a selection for a major/career field.

The last breakdown of the student information questionnaire data pertained to the possibility of establishing a method of measuring student preference for psychology courses. The design of the questionnaire allowed the students to mark a preference for the various psychology courses as described in the Oxnard College Catalog, and to indicate their preference for semester and time of day. The table on the next page is a summary of student preference for psychology courses.

There was a good response in this category. Of the 428 completed student questionnaires, there were 260 that indicated a desire for psychology courses during the Spring semester, Summer session and/or Fall semester of next year. (Totals found in Student Knowledge of Major/Career Areas and Selection of Required Psychology Courses chart, Appendix C.) The courses

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[9]Report of the Joint Committee on the Master Plan for Higher Education, p. 55. The report states vocational subjects deal with: business skills, education, teacher training, engineering, law, medicine, dentistry, nursing, and salesmanship areas.

TABLE NO. 4.

STUDENT COURSE PREFERENCE BY SEMESTER AND TIME

Course	Spring 1977					Summer 1977					Fall 1977				
	Sem. Total	Morn.	Aft.	Eve.	Any	Sem. Total	Morn.	Aft.	Eve.	Any	Sem. Total	Morn.	Aft.	Eve.	Any
General Psychology	44	19	2	22	1	10	4	1	4	1	8	3	3	2	-
Interpers. Relations	53	23	2	21	7	13	7	1	3	2	13	3	4	5	1
Beginning Statistics	19	12	2	2	3	9	3	1	3	2	7	-	1	4	2
Intro. to Exper. Psy.	12	7	1	3	1	7	5	1	-	1	9	6	1	1	1
Intro. to Phys. Psy.	13	6	-	4	3	9	6	-	3	-	7	4	-	2	1
Social Psy	34	19	1	11	3	12	6	1	4	1	15	7	1	6	1
Psy.of Sex Roles	26	14	3	6	3	14	7	-	5	2	10	4	1	2	3
Develop. Psychology	18	10	1	5	2	9	5	-	3	1	12	6	1	4	1
Loss, Grief and Death	32	20	1	8	3	14	7	1	4	2	21	10	1	7	3
Abnormal Psychology	11	7	-	1	3	10	3	1	4	2	9	6	-	1	2
Aging	22	11	2	7	2	5	-	2	3	-	12	6	1	2	3
Modern Therapies	9	3	4	1	1	3	2	-	-	1	6	2	-	2	3
Human Sexuality	19	7	3	8	1	15	7	-	6	2	13	6	3	2	2
Behavior Modifica.	24	7	5	10	2	8	5	1	2	-	18	8	2	4	4
Humanistic Psychology	22	14	1	4	3	10	5	1	3	1	9	5	-	2	2
Totals	358	179	28	113	38	148	72	11	47	18	169	76	19	47	27

required for most major/career fields, such as General Psychology, Interpersonal Relations, and Social Psychology, received high counts. Most courses listed for the Spring 1977 received substantial number of indicators,

particularly for the morning and evening time periods. The Summer session and Fall semester choices were considerably less than the Spring semester. However, the students again indicated a preference for the morning and evening time periods during these two offerings.

DISCUSSION AND RECOMMENDATIONS

The purpose of the investigation to measure student preference for psychology courses and psychology oriented fields at Oxnard Community College was realized. The results of the survey and a breakdown of the collected data indicated the following:

1. That better than one-half (60 percent), of the students had a preference for career fields (Vocational), of which one-half knew the psychology course requirements for their respective career field;
2. Approximately one-fifth (18 percent), of the students had a preference for academic and/or other fields, of which slightly over one-third (37 percent), knew the psychology course requirements for their respective majors;
3. Better than one-half (63 percent), of the students who knew their major/career fields select psychology courses commensurate with their major/career fields;
4. The student population of Oxnard Community College corresponds to the Joint Committee's student preference of vocational subjects but does not indicate the corresponding rate for academic and other subject areas; and
5. It is possible to formulate a method of measuring student preference for psychology courses that aid in course scheduling and instructor assignments.

Considering the above findings, there is evidence for the implementation of a continuous measure of student preference for psychology courses at Oxnard Community College. Through a vehicle, such as an annual student course preference survey, students become more aware of the course offerings

and what psychology courses are required. With more intensive academic counseling and a continuing effort to survey student preferences, Oxnard College can reduce student confusion regarding course requirements and offer a better selection of psychology classes.

A course preference survey has further use as an aid in scheduling classes and assigning instructors. The present method of reviewing previous courses and student enrollment will be enhanced by another valuable tool. Advanced psychology courses can be scheduled according to indicated needs. In addition, by scheduling classes at hours that reflect student preferences, the college can make a positive effort to meet student needs.

The results of this investigation have several implications to the students, the college, and the community. Whenever Oxnard Community College can better serve the students with a meaningful course program that fits the needs of the students, then the college is serving the community. Measuring student preference for psychology courses and psychology oriented fields has been a beginning, a vehicle for positive change, and an impetus for improvement.

APPENDIX

APPENDIX A
QUESTIONNAIRE

This student questionnaire is for gathering information to aid in setting class schedules, assist in assigning instructors, to furnish data for planning advanced courses in psychology and indicate psychology student class loading. Your cooperation is needed and appreciated. Please fill in the following information as best as you can keeping in mind it is a tool for planning only. Your name, social security number or any other identifying element is not required or needed.

1. Age. 16-21 ___(1)___ 22-30 ___(2)___ 31-40 ___(3)___ Over 40 ___(4)___

2. Sex. Male ___(5)___ Female ___(6)___

3. At what location(s) are you presently taking classes?

___(7)___ On Site ___(8)___ Saviers Center ___(9)___ OEC ___(10)___ Other _____

4. What is your major area of study or career interest. If you have not chosen an area, mark the other/none.

___(11)___ Agriculture
___(12)___ Anthropology
___(13)___ Art
___(14)___ Astronomy
___(15)___ Biology
___(16)___ Business
___(17)___ Data Processing
___(18)___ Dental Asst.
___(19)___ Early Childhood Studies
___(20)___ Economics
___(21)___ Education/ Instructional Assoc.
___(22)___ English
___(23)___ Fire Science
___(24)___ Foreign Language
___(25)___ Geography/Geology
___(26)___ Health Science
___(27)___ History
___(28)___ Home Economics
___(29)___ Hotel/Restaurant Management
___(30)___ Journalism
___(31)___ Mathematics
___(32)___ Music
___(33)___ Philosophy
___(34)___ Physical Education
___(35)___ Physics
___(36)___ Political Science
___(37)___ Psychology
___(38)___ Real Estate
___(39)___ Sociology
___(40)___ Other/None

_____
Other Area

5. Which of the following psychology courses are required in your major area of study or career interest. If you have not chosen an area or you do not know, mark Do Not Know.

___ (41) General Psychology - Psy. 101

___ (42) Interpersonal Relations - Psy. 102

___ (43) Beginning Statistics - Psy. 103

___ (44) Intro. to Experimental Psych. - Psy. 104

___ (45) Intro. to Physical Psychology - Psy. 105

___ (46) Social Psychology - Psy. 106

___ (47) Psych. of Sex Roles - Psy. 107

___ (48) Developmental Psych.- Psy. 108

___ (49) Loss, Grief & Death - Psy. 109

___ (50) Do Not Know

6. Is/are the psychology course(s) you checked above a requirement for an AA or AS degree?

___ (51) Yes ___ (52) No

7. Is/are the psychology course(s) you checked on the other side in No. 4 a requirement to transfer to another college/university?

___ (53) Yes ___ (54) No

8. Mark the psychology courses below that you have taken and/or you would like to take at Oxnard College. Indicate after the course when you would like to have the course taught.

	Have Taken (55)	Would like to take during Spr.'77 (56)	Sum.'77 (57)	Fall'77 (58)
___ (59) General Psychology - Psych. 101				
___ (60) Interpersonal Relations - Psych. 102				
___ (61) Beginning Statistics - Psych.103				
___ (62) Intro. To Experimental Psych. - Psych. 104				
___ (63) Intro. To Physiological Psychology - Psych. 105				
___ (64) Social Psychology - Psych. 106				
___ (65) Psychology of Sex Roles - Psych. 107				
___ (66) Developmental Psychology - Psych. 108				
___ (67) Loss, Grief & Death - Psych. 109				
Current Topics in Psychology - Psych. 189 A-Z				
___ (68) Abnormal Psychology				
___ (69) Aging				
___ (70) Modern Therapies				
___ (71) Human Sexuality				
___ (72) Behavior Modification				
___ (73) Humanistic Psychology				
___ (74) Other: _____ Title				

9. Given the usual work/school schedule, in which time block would you prefer to take classes?

___ (75) 8:00 - 9:30 a.m. ___ (76) 9:30 - 11:00 a.m. ___ (77) 11:00 - 12:30 a.m-p.m. ___ (78) 1:00 - 2:30 p.m.

___ (79) 4:00 - 7:00 p.m. ___ (80) 7:00 - 10:00 p.m.

10. State what other experience you have had in the psychology field other than psychology courses. _____

_____

_____

THANK YOU FOR YOUR ASSISTANCE.

APPENDIX B

PART I

PROFESSOR/INSTRUCTOR
OXNARD COLLEGE

October 21, 1976

I will be conducting a student survey in the next few weeks to gather information on student interest in psychology courses. The study is being conducted as a practicum exercise as part of my requirements in a Ed.D. program with Nova University.

The best way to obtain a good cross-section student sampling is to canvas various day and evening classes at random. A questionnaire which will take about 5 minutes to complete by the student will be used. I will make every effort to avoid disruption of your routine by contacting you prior to your scheduled class. I can arrange to survey the students prior to class, during a break, or at the end of the session.

Your cooperation will be greatly appreciated.

Bill Hawkins
Psychology Instructor
Oxnard College

PART II

OXNARD COLLEGE

INTER-OFFICE MEMO

Date: October 21, 1976

TO: All Faculty and Staff

FROM: George Lanning

SUBJECT: Interrupting Classes in Session

Please do not interrupt classes in session for any but emergency reasons. Thank you!

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APPENDIX C

STUDENT KNOWLEDGE OF MAJOR/CAREER AREAS AND SELECTION OF REQUIRED PSYCHOLOGY COURSES

Major/Career Interest Areas	No. Received Per Area	Knew Major/ Career Area - Knew Course Requirements	Knew Major/ Career Area - Did Not Know Course Req.	Knew Major/ Career Area - Selected Psy. Course(s)	Knew Major/ Career Area - Did Not Select Psy. Course(s)	Did Not Know Major/Career Area - Selected Psy. Course(s)	Did Not Know Major/Career Area Did Not Select Psy. Course(s)
Admin of Justice	5	2	3	4	1	-	-
Agriculture/Forestry	7	-	7	3	4	-	-
Business	93	43	50	57	36	-	-
Counseling	2	-	2	1	1	-	-
Early Childhood Stu.	21	11	10	16	5	-	-
Education/Instruct. Aide	23	13	10	14	9	-	-
Engineering	14	5	9	6	8	-	-
Fire Science	6	4	2	6	-	-	-
Health Science	13	11	2	8	5	-	-
Hotel/Restaurant Management	5	-	5	3	2	-	-
Medical	8	4	4	4	4	-	-
Nursing	3	2	1	2	1	-	-
Physical Education	4	3	1	3	1	-	-
Police Science	1	1	-	-	1	-	-
Psychology	26	14	12	24	2	-	-
Public Relations	1	1	-	1	-	-	-
Real Estate	14	4	10	3	11	-	-
Recreation	1	1	-	1	-	-	-
Supervision	8	4	4	4	4	-	-
Theatre Arts	2	2	-	1	1	-	-
Total Oriented Fields	257	125	132	161	96		
% of Survey Populat.	60%	29%	31%	38%	22&		
Academic/Other	79	29	50	50	29	-	-
None	92	-	-	-	-	49	43
Totals	428	154	182	211	125	49	43
% of Survey Populat.	100%	36%	43%	49%	29%	11%	10%

Selected Psychology Courses - - - - - - - - - - - - - - 260

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